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ABSTRACT

An evaluation was done of New York City Public Schools' Career Awareness Program (Project CAP), which served middle school (grades 6 through 9) economically disadvantaged Asian American students of limited English proficiency. The program served 222 students in 2 middle schools, 97.7 percent of whom were eligible for the Free Lunch Program. The Project targeted schools with a large population of immigrant students from mainland China, Taiwan, and Hong Kong. The project provided instruction in English as a Second Language, native language arts, and bilingual instruction in content area subjects. The students were also offered intensive computer classes. In addition, the project aimed to increase students', as well as parents', awareness of career opportunities. Evaluation of the program was based on demographic data, citywide student test scores, and interviews with and surveys of the program director. Project CAP's career education component was particularly valuable in helping students become familiar with the U.S. employment system, and the Project provided a strong family program. Project CAP was fully implemented at one site and partially implemented at the other site because of the lack of bilingual staff at that site. The project met its objectives in all areas. One appendix summarizes the data collection and analysis procedures. (JB)

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OREA Report

Career Awareness Program
(Project CAP)
Grant Number: G008525048

1990-91

FINAL EVALUATION PROFILE

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Career Awareness Program
(Project CAP)
Grant Number: G008525048

1990-91

FINAL EVALUATION PROFILE

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7/26/91

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This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

Additional copies of this report are available from:

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile

Career Awareness Program
(Project CAP)

Grant Number: G008525048
1990-91

EXTRACT

PROJECT DIRECTOR: Ching-Fang Chen FUNDING CYCLE: Year 5 of 5

SITES

School	Community School District	Grade Levels	Enrollment (222 Total)
I.S. 73Q	24	6-9	105
I.S. 131M	2	6-9	117

STUDENT BACKGROUND

Native Language		Number of Students
Chinese		218
Mandarin	60	
Cantonese	131	
Other	27	
Other Languages		4

Countries of Origin	Number of Students
China	121
Hong Kong	56
Taiwan	37
Other countries	8

Mean Years of Education in Native Country: 5.3; in the United States: 3.1

Percentage of Students Eligible for Free Lunch Program: 97.7

ADMISSION CRITERIA

The project admitted students who scored at or below the 40th percentile on the Language Assessment Battery (LAB) and who had been in the United States for less than two years. The project also took teachers' and guidance counselors' recommendations and parents' requests into account when admitting students.

PROGRAMMING

Features

Project CAP targeted two intermediate schools with a large population of immigrant students of limited English proficiency (LEP) from mainland China, Taiwan, and Hong Kong. A large percentage of this population came from low-income families. The project provided instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and bilingual instruction in content area subjects. The students were also offered intensive computer classes. In addition, the project aimed to increase students', as well as parents', awareness of career opportunities.

Strengths and Limitations

The project coordinator reported that the career education component was particularly valuable in helping students become familiar with the United States employment system. The project provided a strong family program, including parent workshops, trips, and E.S.L. classes.

One participating school (I.S. 73Q) had no bilingual staff available and offered no N.L.A. classes. At this same school, building construction and classroom arrangements frequently disturbed the students.

CONCLUSIONS AND RECOMMENDATIONS

Project CAP was fully implemented at one site (I.S. 131) and partially implemented at the other because of the lack of bilingual staff at that site. The project met all its objectives: E.S.L., N.L.A. at I.S. 131, content area subjects, attendance, career development, staff development, curriculum development, and parental involvement.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Offer Chinese language arts to students at I.S. 73Q.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total 3)

Title	Degree	Language Competencies
Project Coordinator	M.A.	Chinese
Guidance Counselor	M.A.	Chinese
Educational Assistant	High School	Chinese

Other Staff Working With Project Students (Total 8)

Degree	Certification		Teaching/Communicative Proficiencies (TP/CP)*	
M.A. 8	E.S.L.	4	Chinese	TP 5
	Bil. Common Branches	2	Spanish	CP 3
	Bil. Guidance Counseling	1		
	Bil. Science	2		
	Bil. Mathematics	1		
	Secondary	3		
	Common Branches	1		

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

Project students received one period of beginning E.S.L. daily.

All classes used one or more of the following textbooks:

English Step by Step with Pictures
Everyday English
Getting Along with Idioms
Graded Exercises in English

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*Teaching Proficiency (TP): Competent to teach in this language.
Communicative Proficiency (CP): Conversational capability only.

- Participating students will make statistically significant gains in English language proficiency.

Evaluation Instrument: Language Assessment Battery*

Pretest: March 1990; posttest: March 1991.

Number of students for whom pre- and posttest data were reported: 129

Mean gain: 5.38 N.C.E.s (s.d.= 7.04)

Mean gain is statistically significant ($t=8.86$, $p<.05$).

Project met objective.

Native Language Arts (N.L.A.)

Estimated percentage of students lacking native language literacy skills: 10

Project students at I.S. 131M received one period of intermediate Chinese N.L.A. daily.

Chinese N.L.A. used the resource manual, Old Traditions, New Directions by the Division of Multilingual and Multicultural Education of the New York City Public Schools.

- Participating students will demonstrate a significant increase in Chinese language proficiency.

Evaluation Indicator: Final course grades.

Eighty-nine percent of the 118 students at I.S. 131 had final grades at or above 65.

Project met objective.

Content Area Subjects

Project students at I.S. 73Q took courses in mathematics, science, and social studies, all of which were taught in English using E.S.L methodology; students at I.S. 131M were taught these courses bilingually. Students used the same textbooks as mainstream classes, causing project students some difficulties in social studies.

- At least 70 percent of the student enrolled in mathematics, science, social studies, and computer skills will score at or above the passing criterion of 65 on the final course grades.

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*OREA used a gap reduction design to evaluate the effect of supplementary instruction on project students' performance on the LAB. Since all LEP students in New York City are entitled to such instruction, no valid comparison group exists among these students, and OREA used instead the group on which the LAB was normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Evaluation Indicator: Final course grades.

Passing Grades in Content Area Subjects

	Total Number	Percentage
Mathematics	222	94.1
Science	222	95.0
Social studies	222	86.0

Project met objective.

Attendance

- Participating students' attendance will be significantly higher than that of mainstream students.

The project obtained student attendance information from teachers, contacted parents, and talked to students with attendance problems.

Attendance Rate

School	Project Students' Rate	Mainstream Students' Rate	Difference
I.S. 73	98.1	91.7	6.4*
I.S. 131	98.1	92.9	5.2*

*$p<.05$

Project met objective.

Dropout

No dropout prevention objective was proposed.

No project students dropped out.

Career Development

- The program will organize at least four trips to cultural centers and business sites to increase students' familiarity with American culture and with the world of work. The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skill requirements as indicated by program records.

The project coordinator offered classes in career education at both sites. The project prepared and provided various materials on careers, such as Thirteen Ways to Get a Job, Thirteen Ways to Hold Your Job, Life Skills (Me & Jobs), Getting Your Foot in the Door, Job Planner, Consumer Skills, Basic Lessons in Career Education, and F.D.R. Career Handbook.

Project CAP organized six trips. Five were for students of I.S. 131M (the UN, AT&T, Ellis Island,

Lincoln Center, and South Street Seaport) and one for students of I.S. 73Q to AT&T headquarters.

The project organized a trip to Garden Cathay, a recreation center in upper New York State, for a two-day career conference. During the day, students attended seminars at which speakers discussed their educational and professional experience. In the evening, the students enjoyed various educational games and performances.

Project met objective.

Staff Development

- Program staff will participate in teacher-training conferences and workshops as indicated by the project records and teacher interviews. Program staff will enroll in at least one university course each semester as indicated by college course registration records.

Project staff members attended a total of eight conferences or workshops, and all project staff enrolled in two university courses each semester.

Project met objective.

Curriculum Development

- By the end of the project year the resource teachers will have developed three resource manuals on career awareness (in Chinese) for teachers and students.

The resource teacher developed Job-Seeking Handbook for Chinese Bilingual Students, Chinese Community Service Agencies Handbook, and Chinese Conversation Manual. The project completed translations of bilingual education materials.

Project met objective.

Parental Involvement

- The program will offer workshops to parents of the target population.

The project offered the workshops "High School Articulation" at both sites, "What Parents Should Know About the Public Schools" at I.S. 73Q, and "Substance Abuse and AIDS Prevention" at I.S. 131M.

The project offered two parent trips (to AT&T headquarters and the Statue of Liberty). On average, 15 parents participated in each event. The project and C.S.D. 24 cosponsoreda parent conference at which the project coordinator spoke on "How to Help Your Child to Prepare for the Citywide Reading Test." This was broadcast on the local Chinese radio station and reached many additional parents.

The project organized E.S.L. classes for parents, attended by about 15 parents. The classes used various materials, such as People Talking, a conversation textbook for adults, and Thirteen Ways to Get Hired. As a result of participating in the classes, parents gained better understanding of the school and improved their English-speaking skills.

Project met objective.

STUDENTS WITH SPECIAL ACADEMIC NEEDS

The project referred two students with learning disabilities to special education. One was transferred to a bilingual special education class, but the other student showed significant improvement and was not transferred out. The project referred two talented students to music teachers in their school. With the help of the project staff, a new immigrant student was transferred to an advanced placement class.

	Number of Students	Percentage
Referred to special education:	2	0.1
Referred to remedial programs:	0	0
Referred to gifted/talented programs:	1	0.5
Retained in grade:	4	1.8

MAINSTREAMING

No students were mainstreamed during the project year.

Academic Achievement of Former Project Students in Mainstream

Project CAP did not provide any data on the academic achievement of former program participants who had been mainstreamed.

CASE HISTORY

Sherry H. was born in China and came to the United States in September 1989. She studied hard and learned very fast. The project coordinator tutored her in career awareness and content areas in Chinese. Sherry was inquisitive and very good at expressing herself. She was put in an advanced placement class.

APPENDIX A

DATA COLLECTION AND ANALYSIS

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the Questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be attributed to project services. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a *t*-test. To determine whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a *z*-test. The level of significance is set at .05 for all tests.